



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

to Judge of Correct and Incorrect Posture," the vertical line test is advocated: "The long axis or diameter of the trunk of the body is a perfectly vertical line; the long axis of the neck and head taken together is also a vertical line. In poor postures the axes of these main segments of the body, instead of forming one continuous, vertical line, are broken into two or three zigzag lines." To assist the eye in detecting these poor postures "a line may be dropped from the front of the ear to the forward part of the foot." The long axes of head, neck, and trunk should parallel this vertical line. The directions for assuming the correct standing position are simple: "Stretch the arms directly sidewise at shoulder level, with the palms turned downward, and holding the arms there, sway forward from the ankle so that the weight is nearly or quite over the balls of the feet, not, however, rising on the toes, but keeping the heels on the ground." Draw the chin inward. Keep head, chest, and shoulders as this places them and drop the arms to the side. This will leave the body in correct standing position. Attention is called in chap. iii to the fact that man in the course of his evolution has only recently (speaking in geological terms) learned to assume the erect position. There are still many of his anatomical features that make it a difficult task. Hence the necessity for teaching children how to do it. Chapters iv-x inclusive discuss the correct attitudes of spine, head, chest, shoulders, abdomen. Chaps. xiii and xiv are on methods of correcting poor posture; xv on the hygiene of posture. Then several chapters are devoted to achieving correct postures of children in school, and the hygiene of school postures. Many illustrations are repeated in the book, and considerable subject-matter. The impression is left that the book might have been condensed without losing any of its value. Otherwise it is a valuable presentation of an important matter. Not the least valuable part of it is the appendix in which are quoted summaries of several recent investigations of attitudes, dress, and pathological results of wrong postures.

An Introduction to the Study of Social Evolution, the Prehistoric Period. By F. STUART CHAPIN. New York: Century Co. Pp. xxii+306. \$2.00.

"The object of this book is to present in elementary form a summary of the most generally accepted evidence and theory of social evolution." The book opens with a presentation of some of the biological evidences of man's evolution and of a modified Darwinism as the probable method. The book shares the fault of all social and educational works that attempt to present a biological foundation. Biology advances with such rapidity that before chapters can be printed they are erroneous. Thus on p. 8 in discussing variation the author says: "A consistent increase in asymmetry or skewness of the curve . . . must mean that the species is moving in a definite direction." This in connection with a discussion of the heights of American school boys. Now we know that Johannsen's work on pure line cultures quite discredits such an interpretation. The author adopts Darwinism. "This in brief is Darwin's famous doctrine of the origin of species by descent under the influence of natural selection. It is the core of the theory of evolution." He is aware of de Vries's work and Mendel's results and discusses them, but does not appear to realize their bearing upon modern biological thought. To avoid the difficulty of the non-inheritance of acquired characters, he adopts the antiquated theory of organic selection. Orthogenesis is apparently an unconsidered possibility. With so weak an introductory discussion of the biological factors involved, a biologist hesitates to commend in point of accuracy the rest of the

book. It is interesting, however, and stimulating. The chapter (iii) on the origin and antiquity of man includes Dawson and Woodward's discovery at Pittdown, England, in 1912, of the skull fragments of a man, and this whole chapter is very clearly and ably written. Through the Paleolithic and Neolithic ages man is traced by the remains of his utensils and implements, his dwellings and monuments. The remainder of the book deals rather with mental and social evolution than with the material basis. Chap. iv is on associations, showing how gregariousness produced necessary changes in social structures. Chap. v deals with the influences of environment on society and the direction of historic events. Chap. vi deals with social heredity. Chap. vii, one of the most interesting chapters, traces the origin of races. The author adopts Giddings' notion that the white race "is the variable plastic race coming down from the earliest paleolithic times." From maps showing present distribution of the races there appears to be a zone extending from Java on the southeast to the valley of Thames on the northwest which marks their separation and which also includes the regions where have been found the remains of the primitive races. This seems the probable original habitat of primitive man. Finally, chaps. viii and ix deal with tribal society and the transition from this to the modern social organization. On the whole, the book is an attractive presentation of man's social progress from the beast that has just arrived at human level to man who begins to make history. Its accuracy is all that could be expected in a book dealing with such unsettled matters.

E. R. D.

UNIVERSITY OF CHICAGO

The Marking System in Theory and Practice. By J. E. FINKELSTEIN. ("Educational Psychological Monographs.") Baltimore: Warwick & York, 1913. Pp. 2+88. \$1.00.

A brief theoretical discussion of the marking system and a display of the distribution of a large number of marks given in Cornell University. Among the distinctive conclusions of the author are the belief that the marks should be based upon accomplishment (performance in examinations plus other evidence of the student's real knowledge or skill) rather than ability; that effort or zeal is to be regarded as a separate factor from ability and as one which when present produces a proportionately greater effect in the upper than in the lower ranges; and that as a consequence of these facts and of the fact that greater incentive to effort is present in the case of the mediocre than of the superior student, the curve of distribution should be skewed to the right. To the reviewer it would appear that the assumed disproportionate effect of effort and the different power of incentives with poorer and better students should neutralize rather than reinforce each other. Many interesting and typical illustrations of deviations in practice in the marking of different instructors or departments are given.

F. N. F.